

2/14/25 MN

Teri Gardner 2-14-25

APPLICATION FOR WSATC RECOGNITION OF AN APPRENTICESHIP PREPARATION PROGRAM

Recognized Apprenticeship Preparation Programs are education and training programs which maintain formal articulation agreement(s) with one or more registered apprenticeship program sponsors. The purpose of the recognized preparation programs is to prepare participants for successful entry into registered apprenticeship programs. Preparatory programs are designed to increase the participation of underrepresented populations in registered apprenticeship. (WSATC Policy 2012-03 Sec. I B).

An apprenticeship preparation program may apply for recognition or continuing recognition from the WSATC. The WSATC may grant initial recognition for a period of up to 18 months, and continuing recognition for a period of up to three years. To apply for initial recognition, programs must have participants enrolled in training at the time of application, and provide individualized demographic data for the first/current cohort of participants. The cost to program participants may be considered as a factor when evaluating for recognition and continued recognition. (WSATC Policy 2012-03 Sec. III).

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

Stevenson-Carson School District's Multi-Occupation Trades Program

Name of parent organization/organization that will administer the program:

Stevenson-Carson School District

Contact Information:

Individual Authorized to Represent the Program

Name: Ingrid Colvard

Organization: Stevenson-Carson School District 303

Title: Superintendent

Phone: 509-427-5674

Email: colvardi@scsd303.org

Mailing Address: **PO Box 850, Stevenson WA 98648**

Physical Address: **350 Bulldog Dr, Stevenson WA 98648**

Point of Contact for Outreach and Enrollment

Name: Bill LaCombe

Organization: Stevenson-Carson School District

Title: Teacher

Phone: 509-427-5631

Email: lacombeb@scsd303.org

Mailing Address: 390 NW Gropper Rd, Stevenson, WA 98648

Physical Address: 390 NW Gropper Rd, Stevenson, WA 98648

Primary User of Apprentice Registration and Tracking System (ARTS) Portal

Name: Laura Fishburn

Organization: Stevenson-Carson School District

Title: Student Data Coordinator

Phone: 509-427-5674

Email: fishburnl@scsd303.org

Mailing Address: 390 NW Gropper Rd, Stevenson, WA 98648

Physical Address: 390 NW Gropper Rd, Stevenson, WA 98648

Summary of Preparatory Program

Please briefly summarize the following in three pages or less within Appendix A.

- 1. Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*
- 2. Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*
- 3. Describe the primary needs you have identified in your service area the program will address.*
- 4. Describe the target populations and geographical area.*
- 5. Describe the program. Please include the following:*
 - a. The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*

- b. How the program will be staffed (i.e., instructors, administration, etc);*
 - c. Participant support/resources during program; and*
 - d. Apprenticeship navigation and articulation plan.*

- 6. Describe the program outcomes. Please include the following if applicable.*
 - a. Successful completion (required)*
 - b. Industry recognized certificate(s)/certification(s)*
 - c. Educational credit*
 - d. Target articulation rate (required) 15%*

- 7. Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)*

SECTION 2: PROGRAM PARTICIPANTS AND OUTCOMES - (WSATC Policy 2012-03 Sec. II B)

A minimum apprenticeship articulation goal, which shall be at least 15% of graduates. Articulation shall be measured at six months following the date program participants graduate, with the following exceptions:

- a. Programs serving actively enrolled K-12 participants may request articulation be measured at 12 months following the date of apprenticeship preparation program graduation; OR*
- b. Programs serving currently incarcerated individuals may request articulation be measured at 18 months following the date of apprenticeship preparation program graduation.*

The anticipated number of participants who will enroll in the preparatory program annually.

The specific requirements to complete the program (i.e., attendance, grades, test scores, skill demonstrations, certificate attainment, etc.).

The specific apprenticeship, industries and/or occupations program graduates will be prepared to enter.

Please respond in full to the questions below regarding your program’s participants and outcomes.

1. Occupations Trained: *Please describe the specific apprenticeship, industries and/or occupations program graduates will be prepared to enter:*

Program graduates will be prepared to enter NW Laborer Apprenticeship Program and Construction Industry Training Council of Washington, as well as entry-level positions in building trades including carpentry, concrete and metals.

2. Target Articulation Rate: *Approximately what percentage of program graduates do you expect to enter into a registered apprenticeship following completion of your program?*

We expect a minimum of 15% of program graduates to enter a registered apprenticeship following completion of this apprenticeship preparation program.

3. Target Participant Population and Successful Articulation Timeframe: *Please select the option which best characterizes your program participant successful articulation timeframe. Please describe.*

- 6 Months**
- 12 Months** (*program serving actively enrolled K-12 participants*)
- 18 Months** (*program serving currently incarcerated individuals*)

The Stevenson-Carson School District Apprenticeship Prep program exclusively serves K-12 students enrolled in the Stevenson-Carson School District.

4. *How many participants do you anticipate enrolling in each cohort and how many cohorts per year?*

We anticipate enrolling 30 students per cohort, starting with one cohort a year.

5. *Please describe the requirements to complete the program (i.e., attendance, grades, test scores, skill demonstrations, certificate attainment, etc.).*

Students must pass (60% or higher) Performance Assessments in Safety Certification, Blueprint Analysis, and Project Construction to complete the program.

SECTION 3: ARTICULATIONS AND PARTNERSHIPS - (WSATC Policy 2012-03 Sec. II E, Sec. I E)

Apprenticeship preparation programs training participants for a specific occupation must provide at least one articulation agreement at the time of application. Preparatory programs training individuals in multiple occupations must provide a minimum of two articulation agreements at the time of application. Articulation agreements must contain the following components:

The names of the organizations entering into the agreement (Apprenticeship Preparation Program and Registered Apprenticeship Program).

The specific apprenticeship program and occupation(s) that the apprenticeship prep program graduates will be prepared to enter.

One or more of the following considerations for graduates of the prep program:

- a. A preferred entry clause;*
- b. An advanced standing or credit clause;*
- c. Additional point(s) awarded in the application/interview process; or*
- d. Guaranteed interview with registered apprenticeship program.*

Be executed or renewed no more than three months prior to the date of application.

Please select the option which best characterizes your program.

Registered Apprenticeship Program specific apprenticeship preparation (*goal is preparation of apprentices for one specific registered apprenticeship*)

General apprenticeship preparation program (*goal is preparation and support to succeed in a variety of apprenticeships*)

Please complete the chart below with the requested information for each registered apprenticeship with which your program has a formal articulation agreement. A copy of each articulation agreement must be attached to this application. A Memorandum of Agreement/Understanding, a formal contract, or a signed letter of commitment are acceptable forms of articulation agreements.

Apprentice-ship Program Name	Articulating Occupation(s)	Articulation Type (select all that apply)			
		Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview

NW Laborers Apprenticeship Program	Laborer	X		X	X
Construction Industry Training Council of Washington	Carpenter, Construction Craft Laborer, Sheet Metal	X		X	

Please list any other organizations, if any, which have endorsed your program or otherwise partnered with you to develop or administer this program.

Program or Organization Name	Role(s) <i>(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)</i>
Ryan Prendergast @ Whitaker/Ellis Builders	Industry consultant
Derrick Ogawa @ Silver Star Industries	Industry consultant
Brian MacKenzie, local developer	Industry consultant
Mark Wreath @ Vancouver Public Schools	Advisory Board member
Several representatives from IBEW Local 48	Advisory Board members

SECTION 4: CURRICULUM - (WSATC Policy 2012-03 Sec. II C)

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

- a. Be a minimum of 80 hours in duration;*
- b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);*
- c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and*
- d. Industry/occupation specific safety training and education.*

In one to two paragraphs, please provide a brief summary of the programs curriculum describing the total number of hours, topics covered, method of delivery, etc.

This project is utilizing a modified curriculum based on Core Plus 101 Construction Foundations, with additional learning in welding. Core Plus 101 Construction Foundations is a 180hr CTE Preparatory course that will provide foundational learning for students to explore careers, and the skills needed within multi-trades fields though a project-based learning model. The curriculum prepares students to apply technical knowledge, skills, and abilities, working as a team member to complete projects. Instruction will include development of a work plan, print reading, exposure to welding tools and materials, construction measurement and lay out, construction processes, tools and equipment, lean practices, and safety. The successful completion of this course will give students the tools and strategies to be successful in an apprenticeship program.

Please respond in full to the questions below.

- 1. Please describe your program's working relationship with one or more registered apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.*

Throughout the advisory committee, decisions on program curriculum, class activities, and teaching techniques were guided by several partners from registered apprenticeship programs, including the NW Laborers Apprenticeship Program, Sheet Metal Institute, IBEW Local 48, and Construction Industry Training Council of Washington. There was

representation and active participation from registered apprentice programs at every advisory committee meeting for this apprenticeship prep program.

- 2. Please identify the program's instructor(s) and provide a brief summary of their qualifications.*

Bill LaCombe – Certified WA K-12 CTE teacher, endorsed in CTE Technology Education, Construction Trades, and Precision Metal Workers

Scott Midland - Certified WA K-12 CTE teacher, endorsed in Automotive Technology, Precision Metal Worker, Commercial Design/Applied Art, and STEM Technology

- 3. What, if any, post-secondary credit do program participants receive?*

Not applicable at this time, but we are seeking post-secondary credit for these program participants in the future.

Please complete Appendix B – Curriculum Outline.

SECTION 5: PARTICIPANT RECRUITMENT AND RETENTION - (WSATC Policy 2012-03

Sec. II D)

Preparatory program recruitment and retention plans must contain the following elements:

The target demographics of the population their enrollees will be drawn from;

The specific tools and activities used to recruit and retain participants, with an emphasis on recruitment of underrepresented populations; and

The cost of the program to participants.

Please respond to the following questions regarding your programs recruiting and retention plans.

- 1. Please describe the general demographics of the intended program participants (i.e., age, gender, race/ethnicity, geographic area, etc.). Is the program limited to a specific population (i.e., students at a particular high school, veterans, WIOA-eligible, etc.)? If so, explain:*

Currently the program is open to Stevenson High School students only for grades 10-12. It is not limited to a specific population and our current demographics is composed of 79% White, 13% Hispanic/Latino, 6% 2+ races, 1% American Indian/Alaskan Native and 1% Black/African American. With the population composed of 50.7% female, 0.4% Gender X and 48.9% male. The construction class currently has 63% male and 38% female with 13% of the students identifying as Hispanic/Latino. According to the National Center for Educational Statistics, Stevenson-Carson School District is designated as Rural and Distant.

- 2. Please describe the tools and activities which will be utilized to recruit students, and describe how underrepresented populations will be encouraged to enroll in the program.*

Development of this program has created a platform to engage staff and administration in understanding of the need and opportunity to recruit students for the program. The program will utilize community and business partners to support advertising the opportunity, provide information through staff and counselors during school forecasting, have information available during curriculum night and share with our school board and parent/teacher organizations. Work-based and project-based learning opportunities will highlight the program and gain exposure to the non-traditional and underrepresented students within the high school and community.

- 3. Please describe the tools, processes, and resources your program will utilize to retain participants through graduation.*

The instructors of this course will utilize engagement strategies like project-based learning and Career and Technical Student Organization (SkillsUSA) opportunities to support program participants. Through existing structures in the school district, students will receive career guidance and counseling opportunities for work-based learning. SCSD provides student transportation and other wraparound services in cooperation with community and employer partners, and with ESD 112.

- 4. Please describe the services that will be provided to graduates and current participants to assist in their successful application and articulation into registered apprenticeship programs.*

Stevenson High School students have access to robust advising support through their School Counselor, Tracy Holzauer, and their College and Career Readiness Advisor, Lily Painter, as well as the informal guidance provided by all of their SHS educators. These district staff will provide mock interviews, resume writing support, and application writing support. In each articulation agreement with partners from Registered Apprenticeship, specific support is provided to facilitate a successful application and articulation into their RA programs.

- 5. Please describe the cost of the program to participants and describe how the program helps mitigate the cost to participants (i.e., scholarships, grants, financial aid, etc.), if applicable.*

Stevenson-Carson School District students will not pay to participate in this program.

SECTION 6: ADMINISTRATIVE REQUIREMENTS - (WSATC Policy 2012-03 Sec. II A)

Recognized Apprenticeship preparation programs shall commit to reporting the following information to L&I via the Apprenticeship Registration Tracking System (ARTS) system on a semi-annual basis, unless granted an exception by the WSATC:*

New participant demographics

- a. First and Last Names*
- b. Birth Date*
- c. Gender*
- d. Race/ Ethnicity*
- e. Veteran Status*
- f. Social Security Number**

Outcome measures (Individual-level Information)

- a. Participant graduation(s)/ completions*
- b. Participant withdrawals*
- c. Graduates who have entered into Registered Apprenticeship*

Please describe the tools and processes your program will utilize to successfully meet the administrative requirements listed above.

Stevenson-Carson School District's Student Data Coordinator, Laura Fishburn, will use district data tool Skyward to access the administrative requirements for this program. L&I reporting requirements will be met via Appendix C.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

Please complete and submit appendices with the application packet as separate files.

Appendices include the following:

Appendix A – Program Summary

Appendix B – Curriculum Outline

Appendix C – Administrative Requirements Spreadsheet

Appendix D – Articulation Agreement(s)

**Submitted by program as individual documents*

SUBMISSION INSTRUCTIONS

Applications are due no later than 60 days prior to the scheduled quarterly meeting of the Washington State Apprenticeship and Training Council. It is strongly recommended that you submit your application 2 weeks prior to the deadline for pre-review, to ensure that your application is complete. Contact Rio Frame for questions or assistance.

Please submit your completed application via email to:

*Rio Brunsch, Management Analyst
Dept. of Labor & Industries, Apprenticeship Section
FRAV235@LNI.WA.GOV
509-426-0985*

APPENDIX A – PROGRAM SUMMARY

Please briefly summarize the preparatory program according to the requirements listed in Section 1 “Summary of Preparatory Program” in three pages or less.

- 1. Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*

The Stevenson-Carson School District's mission is to "prepare students to thrive in a 21st century world by providing a rigorous academic foundation, fostering critical thinking skills, and nurturing a passion for lifelong learning," while their vision is that "Stevenson-Carson School District students will leave our schools equipped to live and work in the 21st century, utilizing technology and higher order thinking skills to navigate a complex world."

Stevenson High School in Stevenson, Washington was officially dedicated in November 1965. The school's history has been marked by enrollment challenges due to the unique characteristics of Skamania County. The county is almost exclusively part of the Columbia Gorge National Scenic Area, and housing and workforce development have suffered as a result. The district currently has a focus on providing opportunities for all students. An apprenticeship preparation program aligns with the district's mission, vision, and unique challenges by providing hands-on, career-connected learning that fosters critical thinking skills. An apprenticeship pathway allows students to gain valuable industry skills and contributes to a stronger local workforce.

- 2. Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*

Grant funding from OSPI in support of the HB1013 2023-24 "Establishing regional apprenticeship programs" has supported equipment, curriculum, and professional learning costs to expand the existing CTE program's transition to an apprenticeship preparation program. Continuing costs for staff FTE, as well as future equipment and materials, will be funded through typical school apportionment for student enrollment. Existing relationships with employer partners will continue to be a resource for donations of consumable materials related to the apprenticeship preparation program.

- 3. Describe the primary needs you have identified in your service area the program will address.*

According to South Central Workforce data for March of 2024, the primary needs identified in the service area are driven by the significant demand for skilled labor in the construction trades. This industry is among the top six largest in four of the six counties in Southwest Washington and ranks within the top ten growing occupations in five of the six counties. The program will address the need for a well-trained workforce to support the region's economic growth and meet the increasing demand for skilled professionals

in the construction sector. Furthermore, in demand skills listed in the data and shared by our industry partners include project management, workflow and the 21st skills that will be addressed through the utilizing of the Core Plus Curriculum.

Through the Advisory Committee for this apprenticeship prep program with active participation from local employers, several needs were identified to support entry-level employers. Skill development in carpentry, concrete, welding, and fabrication were identified, and a need in 21st Century Skill development was emphasized. Basic skills for building trades, including measurement, safety, drawings and print readings, and estimation were also identified as areas of need.

4. Describe the target populations and geographical area.

The target population for this program is students attending Stevenson High School. Stevenson High School serves students from the Stevenson-Carson School District service area in Skamania County, as well as many students who have “choice transferred” into the district.

5. Describe the program. Please include the following:

- a. The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*

This preparatory program will be delivered during the school day at Stevenson High School, and will serve students enrolled in Stevenson-Carson School District. The program will start with one cohort per year, with approximately 30 students participating in that cohort. There will be no costs to program participants.

- b. How the program will be staffed (i.e., instructors, administration, etc);*

The program will be instructed by two CTE educators employed by the school district, and supported by school district administration.

- c. Participant support/resources during program; and*

Through existing structures in the school district, students will receive career guidance and counseling opportunities for work-based learning. The students will also have the opportunity to participate in Skills USA, a CTSO that supports leadership development and expansion of the skills and learning they have acquired through their classes. SCSD provides student transportation and other wraparound services in cooperation with community and employer partners, and with ESD 112.

- d. Apprenticeship navigation and articulation plan.*

This program has articulation agreements with two Registered Apprenticeship providers. In those agreements, the RA partners will participate in site visits each year to Stevenson

High School to support apprenticeship awareness and navigation. Both articulation agreements outline an opportunity for preferred entry into the registered apprenticeships. Students will have support taking advantage of the named benefits in the articulation agreements with support of their School Counselor, their College and Career Readiness Advisor, and their apprenticeship preparation teachers. These district staff will conduct mock interviews and application support and will facilitate interactions and site visits between registered apprenticeship partners and the apprenticeship preparation students.

6. *Describe the program outcomes. Please include the following if applicable.*
 - a. *Successful completion (required)*

Successful completion of the program will include completion of 180 hours instruction over one school year with a passing grade of 60% or higher, covering safety, occupational, educational learning. Program participants will develop skills and mindsets to be successful in building trades and develop connections to Registered Apprenticeship providers for articulation after high school graduation.

- b. *Industry recognized certificate(s)/certification(s)*

OSHA 10 ; Core Plus Certification

- c. *Educational credit*

Students can earn a CTE, elective, English, 3rd year Math or Science credit.

- d. *Target articulation rate (required)*

The target articulation rate for this program is 15% or higher.

7. *Please provide additional details, if any, you would like to share about your program (i.e. positives outcomes other than registered apprenticeship articulation, etc.)*

An unexpected positive outcome that has resulted from this process of formalizing the partnerships between school district, local employers, and registered apprenticeship providers has been the many offers from industry to support the school district through donations of equipment, consumables, and time. In addition, the school community has rallied behind this program and plans to better promote apprenticeship pathways to all of their students. In addition, throughout the advisory work with employers, a common thread emerged in a need for basic welding skills for entry-level workers, so this program will incorporate basic welding skills found in multi-trades occupations. The construction teacher and welding teacher will identify areas of overlap common in the trades and the curriculum and begin to develop a co-teaching model that will support the students overall understanding of skills needed to enter the workforce and apprenticeship programs.

APPENDIX B – CURRICULUM OUTLINE

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

- a. Be a minimum of 80 hours in duration;
- b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);
- c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and
- d. Industry/occupation specific safety training and education. (WSATC Policy 2012-03 Sec. II C)

Please use the format below for the program’s curriculum outline. Identify all curriculum elements and provide primary learning objectives that apply to each course.

Please copy and paste the format below to add additional course sections and/or primary learning objectives as needed.

1. Construction Trades Safety & Certifications – (40 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a. **OSHA-10 Construction Safety & Health Certification: (10 hrs.)** This course provides the knowledge, skills, and attitudes regarding the importance and value of safety and health training for workers and the Occupational Safety and Health Administration (OSHA) background, mission and current standards. Upon completion of the lesson, participants will be able to identify major hazards and describe types of hazards associated with construction safety.
- b. **Safety – Standard Operating Procedures: (15 hrs.)** Recognize and understand what a Standard Operating Procedure is and how they are used in the construction industry as well as in CTE classes.

Standards and/or competencies

- Learn how to research and interpret the current construction accident data
- Define personal protective equipment
- Identify and explain reasons for PPE
- Explain the purpose and organization of OSHA
- Perform Hazard identification, site inspections, and hazard communication.

- c. **Tools & Equipment Identification & Safety Usage: (15 hrs)** Throughout this unit, students will learn about a variety of construction tools, including welding tools, and their purpose. Before diving into that content, it is crucial they begin with an understanding of the safety implications when using construction tools. This lesson overviews managing tools safely, proper PPE usage, potential hazards, and preventative measures when handling tools to minimize risks.

2. Construction Introduction and Layout (30 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

a. Construction Career Exploration (5 hrs)

- Create a personal career portfolio

b. Personal Success in the Construction Industry (10 hrs)

- Identify and demonstrate proper workplace behaviors

c. Construction Measurement (15 hrs)

- Measuring
- Measuring Tools
- Level and Plumb
- Miscellaneous Measurements

3. Construction Prints and Drawings (10 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

Curriculum will cover the following:

- Construction Prints
- Reading Print/Drawings
- Legend
- Construction Specifications
- Layout

4. Construction Project Management- (20 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

a. Estimating (10 hrs)

b. Project Planning & Scheduling (10 hrs)

- Develop Project Budget
- Plan and Schedule
- Creating a New Project Schedule
- Organizing a Project Schedule
- Formatting and Printing in MS Project
- Managing the Project Schedule
- Time Management

5. Construction Materials & Fasteners (20 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

This course will cover the following:

- Material Identification
- Material Selection
- Material Use
- Fastening Systems: General
- Permanent Fasteners
- Screws

- Nails
- Adhesives

6. Applied Physics (5 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

Curriculum covers the following:

- Matter and Mass
- Force, Work and Power
- Simple Machines, Stress and Motion

7. Basic Foundations – Concrete and Reinforcements (20 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a.) Analyze and Apply Foundations and Footing Systems
- b.) Execute Accurate Concrete and Masonry Construction Techniques
- c.) Estimate and Evaluate Materials and Construction Quality

8. Basic Framing – Walls & Roofs (20 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a.) Analyze and Apply Construction Techniques
- b.) Execute precise Framing and Installation
- c.) Estimate and Evaluate Construction Quality

9. Project Close out (5 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- a.) Assess and Present Professional Growth
- b.) Communicate Effectively in a Professional Context

10. Portfolio & Certificate Review (5 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge

- Demonstrate Professional Communication and Collaboration
- Exhibit Strong Work Ethic and Responsibility
- Engage in Continuous Learning and Career Development

11. Apprenticeship Navigation & Work based Learning (5 hrs)

Curriculum Elements:

- Industry/occupation specific safety training and education
- Employability skill development
- Industry/trade specific skills and knowledge


a. Overview of Apprenticeship Programs & Resume

- Utilize the High School and Beyond Plan to complete resume, identify local and regional job opportunities
- Understand the Concept of Apprenticeship
 - Identify Apprenticeship Occupations
 - Open shop vs Union opportunities
 - Explore the Benefits of Apprenticeships
 - Recognize Key Components of Apprenticeship Programs

b. Training Agent/Work Based Learning

c. Problem Solving/Critical Thinking/Teamwork & Communications

These elements are embedded within the technical skills elements of the training as well as all 21st Century (employability) skills. The Core Plus Framework & Curriculum provides the students with the opportunity to demonstrate the following skills.

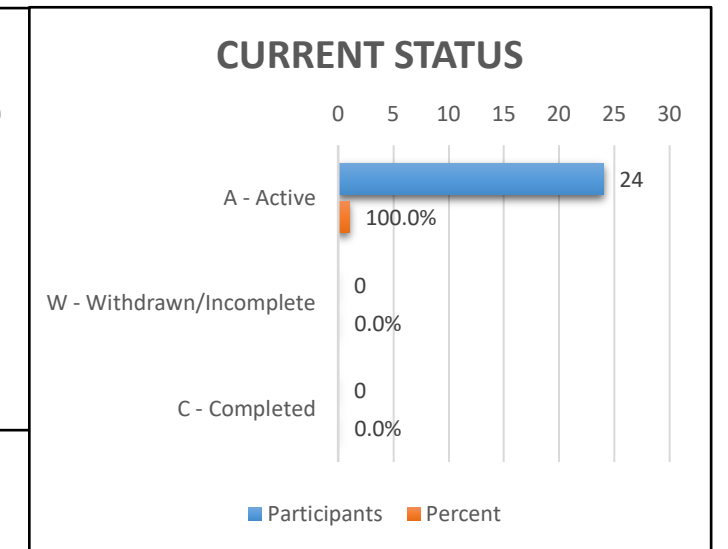
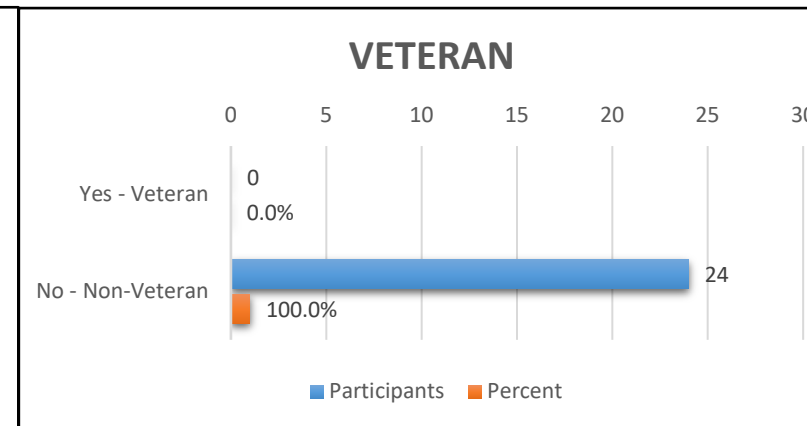
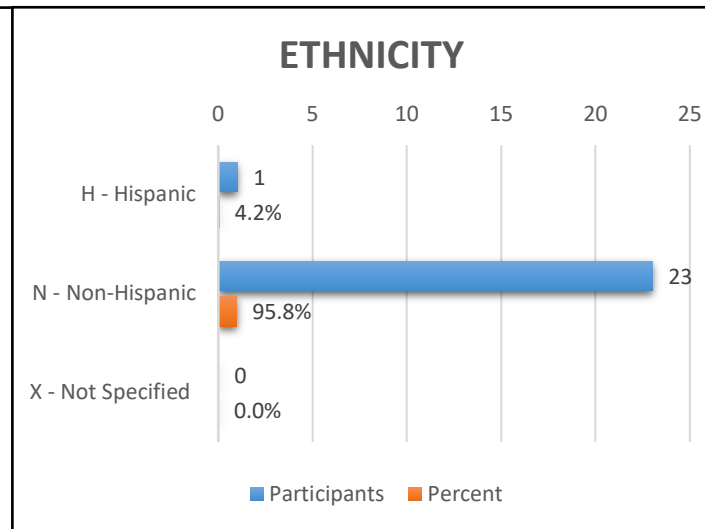
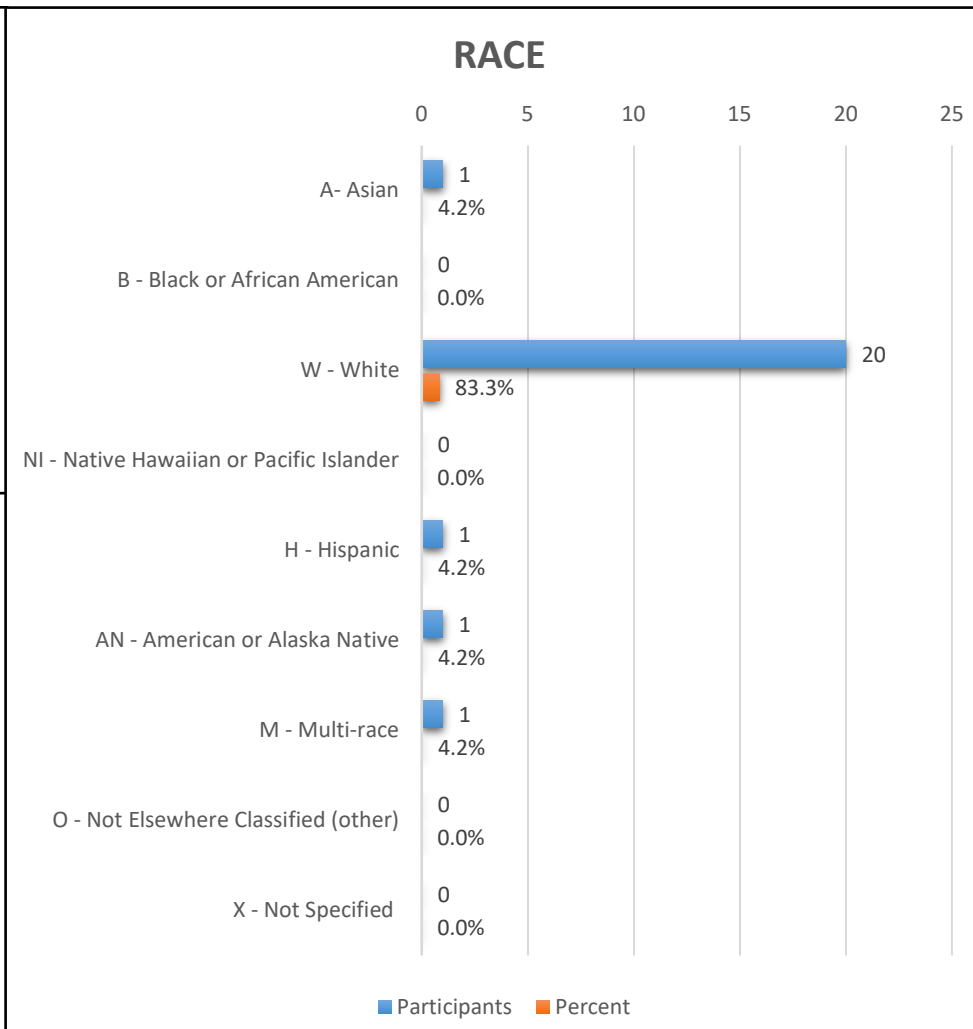
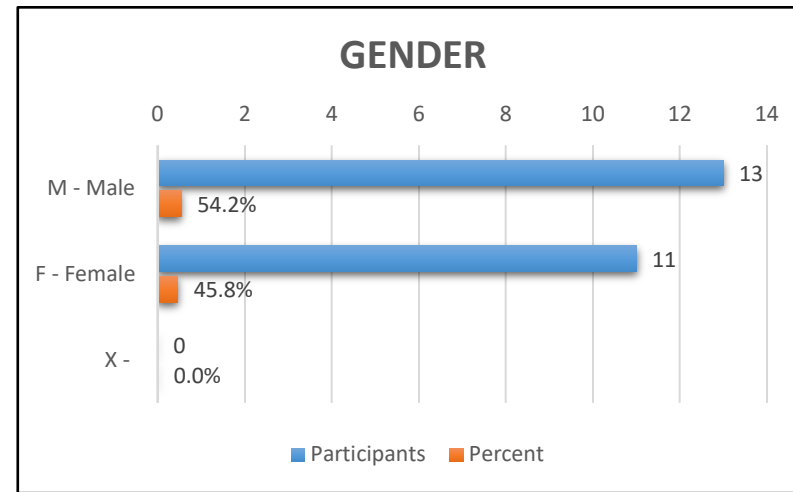
Preparatory Program Name:	Stevenson-Carson School District Apprenticeship Preparation Program	Total Number of Participants:	22	
Reporting Period, Earliest Date:	1/27/2025	Total Participant Graduates:	0	
Reporting Period, Latest Date:	6/9/2025	Total Withdrawals/Incomplete:	0	
		Total Grad's Articulated into Reg' Apprenticeship:	0	

*Please refer to the instructions tab for information on how to properly complete this document.

Participant Information - Total of Cohorts										Registered Apprenticeship Articulation Information			
Last Name	First Name	Birth Date	Gender	Race	Ethnicity	Veteran	Cohort Start Date	Current Status	Graduation Date	Registered Apprenticeship Name	Occupation	Date of Registration	Apprentice ID Number
22	22	22	22	22	22	22	22	22	22	0	0	0	0

Articulation Rate
0.00%

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2/14/25 MN

Teri Gardner 2-14-25

MEMORANDUM OF UNDERSTANDING BETWEEN STEVENSON-CARSON SCHOOL DISTRICT
APPRENTICESHIP PREP PROGRAM (SCSDAPP) AND NORTHWEST LABORERS APPRENTICESHIP
COMMITTEE #0071 (NWLAC)

- The SCSDAPP Instructor will contact the NWLAC representative (Apprenticeship Coordinator DeAnn Deal) who will go to SCSDAPP and present an overview of the NW Laborers Apprenticeship Program to the students of SCSDAPP.
- SCSDAPP Instructors will determine which Students are interested in taking part in the NWLAC application process.
- SCSDAPP Instructors will email the NWLAC Apprenticeship Coordinator a list of Students interested in applying and utilizing the preferred status upon successful completion.
- The NWLAC representative may sit on the SCSDAPP Advisory board.

SCSDAPP Preferred Applicant

- Preferred applicants will need to have completed the SCSDAPP and received an official Certification.
- Preferred applicants will be awarded 10 points in the Technical/Trade Related section on the NWLAC Apprenticeship application to help with the ranked eligibility lists.
- Preferred applicants will receive a guaranteed interview upon completion of the NWLAC apprenticeship application.

Steps a Qualified Student Must Take- NWLAC Apprenticeship Application Process

- The student must contact NWLAC Apprenticeship Coordinator for information on the next orientation.

- The student must meet the minimum requirements of the NWLAC Apprenticeship as shown in the Northwest Laborers Apprenticeship Committee Apprenticeship Program Standards (<https://lni.wa.gov/licensing-permits/apprenticeship/docs/0071.pdf>)
- The student must attend an Orientation and interview with the NWLAC Apprenticeship Coordinator.
- The student Must follow the application check in procedure until they are selected for the apprenticeship or are no longer interested in starting the program.

Approved by:



Training Director,

Northwest Laborers Apprenticeship Committee #0071



Name
Title

Superintendent
Stevenson-Carson School District

Either party, for any reason, may terminate this MOU by giving 30 days written notice.

2/14/25 MN

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February 6, 2025

To Whom It May Concern:

The Construction Industry Training Council of WA (CITC) fully supports the application for state recognition of its pre-apprenticeship training program. This initiative provides graduates of the Stevenson HS apprenticeship with a pathway to careers that offer family-sustaining wages.

As a state-licensed private vocational trade school offering 12 state-approved apprenticeship programs, we believe that the Stevenson HS apprenticeship program will prepare students for success in apprenticeship programs.

In support of this program, CITC will:

- Offer preferred entry to graduates of the Stevenson HS pre-apprenticeship program by adding 20 points to their ranking interview.
- Provide guidance on curriculum and industry trends.
- Coordinate field trip visits to CITC training facilities.
- Facilitate industry experts to share career insights with students.
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We endorse Stevenson HS apprenticeship proposal and value our continued partnership. Please contact me at (425) 285.2324 with any questions.

Sincerely,

Halene Sigmund, president
Construction Industry Training Council of Washington (CITC)

Cc: file